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ABSTRACT

This report describes after-school programs available in the Houston (Texas) Independent School District (HISD). Fifty-nine sites offer either after-school child care or instruction to elementary school students in the HISD. Magnet's Extended Instructional Day program is the largest and the Houston Committee for Private Sector Initiatives' After-School Partnership (ADOPT) Program is the second largest program in the HISD. Also operating are three smaller programs and a program serving 14 schools operated by the Young Men's Christian Association (YMCA). Researchers gathered information through interviews with administrators, site visits, forms, and questionnaires. Evaluation found the following: (1) in 1990-91, the magnet programs offered additional instruction to 1,932 students (64 percent Blacks or Hispanic Americans) for 2 hours a day; (2) the ADOPT program provides enrichment and recreation; (3) the YMCA program served an average of 918 students; (4) the ADOPT program served 918 students (81 percent of whom were minorities); (5) attendance rates averaged 96 percent at the magnet program and 82 percent at the ADOPT program; (6) in regard to academic and professional background, program staffs included many who had earned a college degree in the magnet program and many who had earned a high school diploma or equivalency exam at the ADOPT program; and (7) a majority of staff in both programs had attended some in-service training. Study data are presented in 18 tables. Two appendices present the staff surveys for the magnet and ADOPT programs. (JB)

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HISD After-School Opportunities Programs Description 1990–91

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HISD RESEARCH & EVALUATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

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UD 028 392

EXECUTIVE SUMMARY

HISD AFTER-SCHOOL OPPORTUNITIES
PROGRAM DESCRIPTIONS
1990–91

OVERVIEW

A total of fifty-nine sites offer either after-school child care or instruction to HISD elementary students. The largest program is Magnet's Extended Instructional Day Program which provides after-school instruction to an ethnically integrated population of students at eleven schools. The second largest after-school program in HISD is the Houston Committee for Private Sector Initiatives' After-School Partnership Program which provides child care for students at twenty-six schools. A similar opportunity is the school-based child care program provided by the YMCA at fourteen HISD schools. Other after-school opportunities include the Lighted Schoolhouse at Gregory-Lincoln Education Center, Adventure Playground at Twain Elementary School, and tuition-based after-school programs at six elementary schools.

METHODOLOGY

Information to describe Magnet's Extended Instructional Day (Extended Day) program was gathered through interviews with the Director of Magnet Programs, interviews with the campus coordinators of these programs, and through site visits. Data concerning the enrollment, attendance, and demographics of the students served by the Extended Day Program were obtained through a form distributed to and completed by Magnet coordinators. To obtain data describing the staff of the Extended Day Program, questionnaires were distributed via Magnet coordinators. Descriptive statistics were used to analyze the data gathered from the surveys. Background and descriptive information about the After-School Partnership Program was obtained from the Program Manager of Child Care for the Houston Committee for Private Sector Initiatives (PSI). Data concerning the enrollment and demographics of the students served at the sites were reported to PSI on a monthly basis; this information was made available for this report. Data concerning student attendance was obtained through an attendance form that was distributed to and completed by the site directors. To obtain data describing the on-site staff of the After-School Partnership Program, questionnaires were distributed via the contracting agency coordinators.

EVALUATION QUESTIONS AND FINDINGS

Research Question 1: What after-school opportunities were available to HISD elementary students during the 1990–91 school year?

There are eleven Magnet Extended Instructional Day (Extended Day) programs in HISD that provide students with approximately two hours per day of additional instruction. In 1990–91, the total enrollment in these programs was 1,932 students.[1] As Magnet programs, Extended Day

[1] These data were reported by Magnet coordinators at each school as of February 27, 1991.

Programs have the same general requirements, goals, and objectives as all HISD Magnet programs. The estimated cost of the program for the 1990–91 school year was $1,155,333.

The Houston Committee for Private Sector Initiatives (PSI) and HISD cooperate in the After-School Partnership Program, sometimes called ADOPT, to provide after-school child care at 26 HISD elementary schools. The primary goal of the program is to provide quality, age-appropriate care for school-age children through enrichment and recreation. PSI contracts with the YMCA, the YWCA, Child Care Council, and Gulf Coast Community Services to provide licensed after-school child care at the designated sites. The 1990–91 average total enrollment for the sites was 918 students.[2] The total program cost for the 1989–90 school year was $653,492; HISD's funding of the program was $176,720.

School-based child care, operated by the YMCA and funded by parent fees and the YMCA, is available at fourteen HISD elementary schools. Gregory-Lincoln Education Center is the site of the Lighted Schoolhouse, a program that provides child care from 3:00 to 9:30 p.m., Monday through Friday. The Lighted Schoolhouse is funded through the Bureau of Alternative Schools and Programs. Adventure Playground, funded through the Department of Enrichment Programs, is an after-school program located at Mark Twain Elementary School. Tuition-based after-school programs are located at six elementary schools. These programs offer a variety of activities ranging from academic instruction to child care; tuition is paid by the parents of participating students.

Research Question 2: What were the number and characteristics of students served by Magnet's Extended Instructional Day Program and the Houston Committee for Private Sector Initiatives' After-School Partnership Program?

The enrollment for Magnet's Extended Day Program was 1,932 students. Sixty-four percent of these students were minorities (Black or Hispanic), and 36% were of other ethnic backgrounds. As Magnet programs, one of the goals is to maintain an ethnic balance of 65% minority/35% other or 60% minority/40% other, depending on the location of the school. The enrollment in the After-School Partnership Program was 918 students. Eighty-one percent were minorities and 19% were of other ethnic backgrounds.

Research Question 3: What were the attendance rates of students being served by Magnet's Extended Instructional Day Program and the After-School Partnership Program?

The average attendance rate for the Extended Day Program was 96%; the average attendance rate for the After-School Partnership Program was 82%.

Research Question 4: What were the academic and professional backgrounds and demographic characteristics of the staff of Magnet's Extended Instructional Day Program and the After-School Partnership Program?

Ninety-five percent of the reporting Extended Day teachers held at least a bachelor's degree. Forty-four percent of HISD Extended Day teachers and 55% of the Magnet coordinators of these

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[2] These data were reported to PSI's Program Manager of Child Care as of February 1, 1991.

programs had also earned a master's degree. Fifty-five percent of these teachers held an elementary certification and 35% held a kindergarten through twelfth grade certification. Forty-four percent of the Extended Day teachers had been teaching in the program for four years or longer. Thirty-six percent of Magnet coordinators had held the coordinator position for 2-5 years. Forty-five percent of the teachers and 73% of the coordinators had over ten years previous teaching experience.

In the After-School Partnership Program, 30% of the site directors, 8% of the activity coordinators, and 100% of the HISD tutors held college degrees. In addition, 44% of the site directors and 51% of the activity coordinators had earned some college credit. One hundred percent of the site directors and 92% of the activity coordinators reported that they had at least graduated from high school or had earned a G.E.D. Twenty-nine percent of the HISD tutors reported earning a master's degree. Thirty-five percent of site directors, 64% of the activity coordinators, and 45% of the HISD tutors were employed for the first time in the Fall of 1990.

Research Question 5: What in-service training was provided for the staff of Magnet's Extended Instructional Day Program and the After-School Partnership Program?

Survey data from the After-School Partnership Program indicated that 89% of the site directors and 82% of the activity coordinators had attended New Staff training when they were first employed; 96% of the site directors and 40% of the activity coordinators had attended pre-service training in August 1990. The site directors reported an 81% attendance rate of the Fall 1990 in-service session, and activity coordinators reported a 71% attendance rate. There were no in-service trainings offered specifically for Magnet Extended Day teachers.

HISD AFTER-SCHOOL OPPORTUNITIES
PROGRAM DESCRIPTIONS
1990–91

DEPARTMENT OF RESEARCH AND EVALUATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

Abstract

A total of fifty-nine sites offer either after-school child care or instruction to HISD elementary students. The largest program is Magnet's Extended Instructional Day Program which provides after-school instruction to an ethnically integrated population of students at eleven schools. The Extended Instructional Day Program served 1,932 students during the 1990–91 school year. The second largest after-school program in HISD is the Houston Committee for Private Sector Initiatives' After-School Partnership Program which provided child care for 918 students at twenty-six schools. A similar opportunity is the school-based child care program provided by the YMCA at fourteen HISD schools. Other after-school opportunities include the Lighted Schoolhouse at Gregory-Lincoln Education Center, Adventure Playground at Twain Elementary School, and tuition-based after-school programs at six elementary schools.

Introduction

The purpose of this report is to describe the after-school programs available to HISD elementary students. Of particular interest is the description of the programs, the students, and staff of the two largest programs: Magnet's Extended Instructional Day Program and the Houston Committee for Private Sector Initiatives' After-School Partnership Program.

The following research questions were addressed in this report:

1. What after-school opportunities were available to HISD elementary students during the 1990–91 school year? (See page 3 for results.)
2. What were the number and characteristics of students served by Magnet's Extended Instructional Day Program and the Houston Committee for Private Sector Initiatives' After-School Partnership Program? (See page 11 for results.)

3. What were the attendance rates of students being served by Magnet's Extended Instructional Day Program and the After-School Partnership Program? (See page 13 for results.)

4. What were the academic and professional backgrounds and demographic characteristics of the staff of Magnet's Extended Instructional Day Program and the After-School Partnership Program? (See page 15 for results.)

5. What in-service training was provided for the staff of Magnet's Extended Instructional Day Program and the After-School Partnership Program? (See page 23 for results.)

Methodology

Information to describe Magnet's Extended Instructional Day (Extended Day) program was gathered through interviews with the Director of Magnet Programs, interviews with the campus coordinators of these programs, and through site visits. Data concerning the enrollment, attendance, and demographics of the students served by the Extended Day Program were obtained through a form distributed to and completed by Magnet coordinators. To obtain data describing the staff of the Extended Day Program, questionnaires (see Appendix 1) were distributed via Magnet coordinators. Descriptive statistics were used to analyze the data gathered from the surveys. Background and descriptive information about the After-School Partnership Program was obtained from the Program Manager of Child Care for the Houston Committee for Private Sector Initiatives (PSI). Data concerning the enrollment and demographics of the students served at the sites were reported to PSI on a monthly basis; this information was made available for this report. Data concerning student attendance were obtained through an attendance form that was distributed to and completed by the site directors. To obtain data describing the on-site staff of the After-School Partnership Program, questionnaires (see Appendix 2) were distributed via the contracting agency coordinators. More detailed information concerning the methodology for each research question is provided with the findings for each question.

Results

Question 1 What after-school opportunities were available to HISD elementary students in the 1990–91 school year?

Methodology

Information to describe Magnet's Extended Instructional Day (Extended Day) program was gathered through interviews with the Director of Magnet Programs in the Department of Enrichment, through interviews with the campus coordinators of these programs, and through site visits. Background and descriptive information about the After-School Partnership Program was obtained from the Program Manager of Child Care for the Houston Committee for Private Sector Initiatives (PSI). Information about the school-based child care opportunities was obtained from the Metropolitan YMCA Child Care Coordinator. Information about the Lighted Schoolhouse was obtained through interviews with the Director of Magnet Programs and through the 1990–91 Description of the Lighted Schoolhouse Program from the HISD Department of Research and Evaluation. Descriptive information concerning the Adventure Playground program at Twain Elementary School was obtained from interviews with and literature provided by the Magnet coordinator at Twain elementary school. Information concerning tuition-based after-school programs was obtained by identifying schools that had accounts with Special Program Accounting. These schools were contacted by telephone to obtain a brief description of the individual programs.

Findings

A. Magnet Extended Instructional Day

Program Description

There are eleven Magnet Extended Instructional Day (Extended Day) programs at the following elementary schools: Burbank, Durham, A. Jones, J. Will Jones, Lockhart, Lovett, MacGregor, Roberts, Will Rogers, Twain, and Wilson. In 1990–91, Extended Day Programs provided 1,932 HISD students[1] with approximately two hours per day of additional instruction. Programs begin at the end of the regular school day and finish from 4:30 to 5:30 p.m., depending on the school.

As Magnet programs, Extended Day Programs have the same general goals and objectives as all HISD Magnet programs. There are six goal areas with corresponding objectives that each Magnet school or program are required to meet. These goal areas concern enrollment and ethnicity, parental involvement, program recruitment and awareness, instructional support provided by the Magnet coordinators, and multicultural awareness. Each campus also has its own unique program specialty objectives which relate to specific course offerings. Coordinators maintain and submit documentation to the program director at the end of each year to demonstrate that these objectives have been met.

[1] These data were reported by Magnet coordinators at each school as of February 27, 1991.

Generally, teachers from each school are contracted to teach additional courses in the Extended Day Program. Occasionally, instructors who are not regular teachers at the school are contracted for the program, particularly in the area of fine arts in which professional fine arts performers sometimes instruct students. Classes that are taught may be focused around a central theme, or at some schools, a wider selection of classes may be offered. Classes are rotated from every six weeks to every semester, depending on the school. Table 1 illustrates the subject areas that were taught in the Extended Day Program during the 1990–91 school year and the percentages of teachers teaching those subjects.

Table 1. Subject areas reported taught by Extended Day teachers.

Subject Area Taught	% Teachers
Fine Arts	40
Language Arts	30
Physical Education	14
Math	11
Computers	8
Science	7
Dance/Gymnastics	7
Social Studies	3
Foreign Language	3
Other	8

Admission to the programs follows the general procedures for all Magnet programs. Students from any elementary school in the district may apply for a transfer to an elementary school having an Extended Day Program. Students who are zoned to a school with an Extended Day Program are also required to apply for admission to the program. Since the programs are Magnet programs, an ethnic balance of 65% minority, 35% other is maintained. Programs at In-Town Consortium schools[2] include J. Will Jones, MacGregor, Roberts, Twain, Will Rogers, and Wilson; these programs are required to maintain an ethnic balance of 60% minority, 40% other. The ethnicity objective is considered met if the program's ethnic distribution is within 10% of the goal. Coordinators accept students based on ethnicity goals until July 1 of each year. After July 1, program coordinators may accept students regardless of ethnic origin. However, 10% of the program space must be reserved for students of the ethnicity that has not reached its goal. For most programs, transportation is provided for those students who are not zoned to the school.[3]

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[2] In-Town Consortium schools are those that are located within the boundaries of Loop 610 on the west and south, Highway 288 on the east, and Buffalo Bayou on the north. All other programs are designated as Satellite schools.

[3] Transportation is not provided for students participating in the programs at Lovett, Roberts, Twain, and Will Rogers elementary schools.

Funding Source and Program Costs

Coordinators at each school are provided a supply budget that is based on $25 or $35 per student, depending on the program. Each program has a Magnet coordinator and a clerk. The coordinators at Lockhart, Lovett, MacGregor, Roberts, Twain and Will Rogers also administer other Magnet programs at those schools. Some teachers are on a staggered duty schedule; their teaching duties begin later than the typical hour such that their instructional time in the Extended Day Program is part of their regular teaching hours. Because transportation to and from all Magnet programs is centrally coordinated by the Department of Transportation and buses are shared between different programs, it is impossible to estimate the transportation costs that result exclusively from Extended Day Programs. The following list summarizes the estimated costs of the Extended Day Program.[4]

Salaries, teachers	$570,735
Salaries, Extended Day coordinators	$262,672
Salaries, clerks	$147,176
Supplies	$85,062
Snacks	$89,688
Total:	$1,155,333

The total 1990–91 enrollment for all Magnet Extended Day Programs was 1,932 students. The 1990–91 per pupil expenditure for the program was $598.

2. After-School Partnership Program

Program Description

The Houston Committee for Private Sector Initiatives (PSI) and HISD entered into a partnership in September 1987 to provide after-school child care at 14 HISD elementary schools. The primary goal of the program was to provide quality, age-appropriate care for school-age children through enrichment and recreation. The After-School Partnership Program, sometimes

[4] Because some teachers were paid on an hourly basis and others taught in the Extended Day program as part of their regular duties (staggered duty hours), the teacher salaries were estimated based on the following: 1) temporary personnel (6114) and overtime (6121) monies listed in the 1990-91 Adopted General Fund Budget for each campus with an Extended Day program or 2) an estimate of the portion of teachers' salaries that were paid as a result of their teaching during the Extended Day hours at their school. An average teacher's salary of $27,794 was used for this calculation. The Extended Day coordinators' salaries were calculated based on an average HISD teacher's salary plus a $2,000 stipend plus 20 days' pay in the summer at their regular daily rate. The clerks' salaries were calculated based on an average salary of $18,397. For coordinators and clerks at those schools having a Magnet program that operates during regular school hours as well as the Extended Day program, only 50% of their salary was attributed to the Extended Day program. For supplies, campuses with only Extended Day programs receive $35 per student; campuses with another Magnet program receive $25 per student. For snacks, campuses receive $0.25 per student per day.

called ADOPT, has increased in size to include 26 sites. These After-School Partnership sites are located at the following elementary schools: Anderson, Barrick, Bastian, Browning, Easter, Foerster, Harvard, Helms, Kashmere Gardens, Kelso, MacArthur, Mitchell, Montgomery, Northline, Oak Forest, Piney Point, Pleasantville, Port Houston, Rhoads, Rucker, Sanchez, Shearn, Tijerina, Turner, Wharton, and Windsor Village.

The program represents a partnership between the school district, parents, four non-profit organizations, and private sector sponsors. PSI contracts with the YMCA, the YWCA, Child Care Council, and Gulf Coast Community Services to provide licensed after-school child care at the designated sites. The YMCA is contracted at 15 sites, the YWCA and the Child Care Council are each contracted at five sites, and Gulf Coast Community Services is contracted at a single site. Each agency has a child care supervisor who manages the agency's site(s). The agency is responsible for obtaining the appropriate child care center license(s) from the Texas Department of Human Services (TDHS) for their site(s). The agencies have the freedom to adapt the structure of the program to the needs of the children and families that they serve. Ideally there is a balance between sedentary and active activities. Physical, cognitive, and social development are all included in the program.

HISD teachers are contracted on an hourly basis to provide tutoring for the students in the program; tutors are available for two hours per day five days per week. The TDHS guidelines for child care centers requires that the ratio of students to staff is no greater than 26:1; After-School Partnership sites maintain a student to staff ratio of between 15:1 to 20:1, depending on the contracting agency. The program serves 918 HISD elementary students.[5] The minimum staffing for a site is one site director and one activity coordinator, regardless of the number of students enrolled in the program. The program is available during the entire school year. On early release days, teacher in-service days and holidays, services are provided at some sites.

Programs run from 3:00 p.m. to 6:00 p.m. five days per week. Site staff arrives one hour before the beginning of the program to prepare the cafeteria: set up learning centers and games and prepare daily snacks. At the end of each day, all materials must be stored away. Students are admitted on a first-come, first-served basis. An application form must be filled out by the student's parent(s) prior to program admission. A weekly fee is paid by the students for this after-school child care; the fees are assessed on a sliding scale basis, ranging from $0.25 to $5.00 per day. Students are responsible for weekly payment regardless of their attendance in the program while they are enrolled.

PSI contracts with Initiatives for Children (IC) to provide quality assurance and staff training and development. Each site receives an unannounced visit one time during early Fall for a brief program assessment. Following the Fall 1990 visits, the IC monitoring team categorized each site as requiring a total of two or four visits during the 1990–91 school year. The forms used by IC during site visits are adapted from materials from the National Academy of Early Childhood Programs and the National Association for the Education of Young Children (NAEYC). Agencies are encouraged to apply for accreditation of their sites by the NAEYC; 14 of the 26 sites are

[5] These data were reported to PSI's Program Manager of Child Care as of February 1, 1991.

accredited.[6] Following the Fall 1990 visits, five additional sites[7] were recommended by the monitoring teams as being ready to prepare for accreditation application.

Initiatives for Children monitors the efficacy of the training centers used for new staff training. Currently, the Northline and Kashmere Gardens sites serve as the training centers. New staff are required to participate in 20 hours of training. IC also plans, implements, and evaluates 12 hours of pre-service training. Further, IC provides in-service training two times per year for the staff of the After-School Partnership Program.

Funding Source and Program Costs

Program costs of personnel, supplies and equipment, daily after-school snacks, and specialized program training and development are covered by funds raised by PSI from the corporate community, parent fees, and designated HISD funds. Corporate funds are used for direct program costs. Funds for PSI administration of the After-School Partnership Program are donated by PSI. For 1990–91, HISD provides an annual budget of $176,720 that pays for an HISD teacher to provide two hours per day of after-school tutoring five days per week. Teachers are paid $15 per hour for tutoring. The budget also provides for an annual $600 principal stipend, a maximum of $600 for custodial over-time, and a $200 per site supply budget. HISD also provides the physical space for the programs.

The following list summarizes the funding sources and program costs for the After-School Partnership Program for the 1989-90 school year.[8]

Parent fees	$300,756
Corporate contributions solicited by PSI	$176,016
HISD designated funds	$176,720
Total Program Cost[9]	$653,492

The 1990–91 average enrollment for the 26 After-School Partnership sites was 918 students. Using the 1989-90 program cost as an estimate for 1990–91, the per estimated pupil expenditure for the program was $712, of which $193 per student was contributed by HISD.

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[6] The NAEYC accredited sites are located at Bastian, Foerster, Harvard, Kashmere Gardens, Kelso, Northline, Oak Forest, Pleasantville, Rhoads, Rucker, Sanchez, Tijerina, Turner, and Wharton elementary schools.

[7] The sites that have been recommended as ready to prepare for NAEYC accreditation application are located at Anderson, MacArthur, Mitchell, Montgomery, and Port Houston elementary schools.

[8] Information regarding funding was obtained from PSI's Program Manager of Child Care. Information regarding final program funding for the 1990-91 school year was not available at the time that this report was released.

[9] Does not include the cost of program administration donated by PSI.

3. School-Based Child Care

School-based child care refers to after-school child care programs that are currently operated by the YMCA. The YMCA administers approximately 120 after-school child care programs in Harris County. School-based child care is available at the following fourteen HISD elementary schools: Benbrook, Cunningham, Davila, Emerson, Field, Garden Oaks, Henderson, Lewis, Neff, Sinclair, Stevens, Sutton, Travis, and White.

The program administrator is the Metropolitan YMCA Child Care Coordinator. Groups of sites are supervised by appropriate YMCA branch child care supervisors. As far as the services offered to the children, these school-based child care programs are identical to the programs operated by the YMCA for PSI's After-School Partnership Program. The tutors, however, rather than being teachers paid by HISD funds, are volunteers from the Executive Service Corps or service clubs from area high schools and universities. Program costs are covered by parent fees and YMCA funds.

4. Lighted Schoolhouse

Gregory-Lincoln Education Center is the site of the Lighted Schoolhouse. The Lighted Schoolhouse, which began offering services in February 1989, consists of two components. One part serves as a shelter or alternative home environment for the homeless or unattended children in the area. It is open from 3:00 to 9:30 p.m., Monday through Friday during the academic year. The second component of the Lighted Schoolhouse is after-school child care services available from 3:00 to 6:00 p.m. in the Gregory-Lincoln cafeteria. The YMCA was contracted by HISD in the Fall of 1989 to offer free, licensed child care for elementary school-aged children at this site. As far as the services offered to the children, this program is like other HISD after-school child care programs operated by the YMCA. The primary difference between the program at Gregory-Lincoln and the other sites offering YMCA-sponsored after-school programs is that the services at Gregory-Lincoln are free rather than being offered on a sliding fee scale. The staffing for the Lighted Schoolhouse consists of two co-facilitators who monitor the shelter room, the playground, and indirectly supervise the YMCA component. For the YMCA component, there is one site director, three activity coordinators, and additional volunteers. The number of students who attended the After-School Program during October, December, and January averaged 53 per day.[10]

Funding Source and Program Costs

The YMCA After-School Program at Gregory-Lincoln is funded by a $30,000 contract from HISD through the Bureau of Alternative Schools and Programs. An additional $9,700 is available from the district for instructional materials and supplies. Currently, tutoring is being provided by community volunteers.

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[10] 1990-91 Description of the Lighted Schoolhouse Program, Department of Research and Evaluation, HISD.

5. Adventure Playground

Adventure Playground is an after-school play program located at Mark Twain Elementary School that operates from 3:00 to 5:30 p.m. weekdays. The program capacity is 60 children per day, 30 of whom are zoned to this campus. There is also a Magnet Extended Day Program located at this campus. Students who participate in the Extended Day Program[11] may also choose to participate in Adventure Playground activities. On Tuesday and Thursday, kindergarten through second grade students are scheduled for Adventure Playground activities; on Monday, Wednesday, and Friday, students in the third through the fifth grade are scheduled. Because of the scheduling of students of different grade levels, the program serves a total of 120 students per week (60 home-zoned, 60 Magnet). The staff in this program consists of one site coordinator, two part-time play leaders, and volunteers as needed. Developing social and problem-solving skills are key elements in Adventure Playground activities. Activities include carpentry, disassembling unused appliances, art, drama, gardening, and homework assistance. Enrollment priority is given to returning students; for the remaining vacancies, enrollment is on a first-come, first-served basis. As there is generally a waiting list for enrollment, students must maintain regular attendance to maintain their position in the program.

Funding Source and Program Costs

Adventure Playground is funded through the Department of Enrichment. Funds are provided for 30 hours per week at $15 per hour for a site coordinator and 25.5 hours per week at $10 per hour for a play leader. There is funding of $175 per month for supplies and an annual budget of $1,950 for daily snacks. The following list summarizes the 1990–91 program costs.

Staff	$25,380
Supplies	$1,750
Snacks	$1,950
Total	$28,080

[11] Some of the students in the Magnet Extended Day program may also be zoned to Mark Twain Elementary School. The Extended Day Program is a School Within A School program that must maintain an ethnic balance of 60% minority, 40% other as part of Magnet's In-Town Consortium. (See Magnet Extended Day Programs, page 3.)

6. Tuition-Based After-School Programs

Tuition-based after-school programs are located at Dodson, Herod, Kolter, River Oaks, K. Smith, and Whidby elementary schools.[12] The programs at Herod, Kolter, River Oaks, and K. Smith operate during the entire school year; the programs at Herod, Kolter, and River Oaks operate until 5:30 in the afternoon. The program at Herod is an instructional based program with certified teachers. The program at Kolter provides after-school child care. River Oaks has a dual program, a child care component and an instruction based enrichment component. The program at K. Smith is a child care program that runs from 3:00 to 4:00 p.m. Dodson and Whidby elementary schools offer after-school classes that operate during six to twelve week sessions for approximately one hour each afternoon; there is one session per semester. In these two programs, students may enroll in from one to five classes per session.

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[12] The schools having tuition-based after-school programs were identified by the fact that they have accounts with Specials Programs Accounting. Personnel at the identified schools were contacted by telephone to verify the existence of these programs.

Question 2 What were the number and characteristics of students being served by Magnet's Extended Instructional Day and Houston Committee for Private Sector Initiatives' After-School Partnership Program?

Methodology

Data concerning the enrollment and demographic characteristics of the students served by the Extended Day Program were obtained through a form distributed to and completed by campus Magnet coordinators. The data presented show the enrollment and ethnicity of these programs as of February 27, 1991. Data concerning the enrollment and demographic characteristics of the students served by the After-School Partnership Program were provided by PSI's Program Manager of Child Care. The enrollment data presented reflect the average of the monthly enrollment from September 1990 to February 1991. The data presented also reflect the ethnicity of these programs as of February 1, 1991.

Findings

Tables 2 and 3 present the enrollment and ethnicity of students participating in Magnet's Extended Day Program and PSI's After-School Partnership Program, respectively.

Table 2. Enrollment and ethnicity of students served by Magnet's Extended Day Programs.

Campus	Enrollment	Ethnicity			
		% Black	% Hispanic	% Total Minority	% Other
Burbank	180	37	41	78	22
Durham	195	50	14	64	36
A. Jones	124	44	35	78	22
J. Will Jones **	197	45	17	61	39
Lockhart	118	70	5	75	25
Lovett	246	39	11	50	50
MacGregor **	102	52	3	55	45
Roberts **	152	33	12	45	55
Will Rogers **	250	47	30	77	23
Twain **	192	35	21	57	43
Wilson **	176	31	31	62	38
Total	**1932**	**43**	**21**	**64**	**36**

** designates In-Town Consortium schools

Table 3. Enrollment and ethnicity of students served by the After-School Partnership Program.

Agency/Campus	Average Enrollment	Ethnicity		
		% Black	% Hispanic	% Other
YMCA				
Anderson	32	68	12	21
Barrick	23	4	48	48
Browning	22	0	81	19
Easter	24	73	27	0
Helms	19	7	64	29
Kelso	29	100	0	0
Mitchell	32	55	19	26
Montgomery	15	100	0	0
Northline	40	24	49	27
Piney Point	44	30	45	25
Port Houston	25	0	93	7
Rucker	32	0	46	54
Sanchez	31	38	48	14
Shearn	36	69	25	6
Windsor Village	45	69	0	31
YWCA				
Foerster	43	89	2	9
Harvard	57	2	80	18
Oak Forest	86	23	16	61
Rhoads	50	98	2	0
Tijerina	38	0	100	0
CCC				
Bastian	43	79	21	0
Kashmere Gardens	57	100	0	0
Pleasantville	86	94	0	6
Turner	50	100	0	0
Wharton	38	3	74	23
GCCS				
MacArthur	52	91	9	0
Total	**918**	**50**	**31**	**19**

Question 3 What were the student attendance rates for Magnet's Extended Instructional Day and PSI's After-School Partnership programs?

Methodology

Data concerning the student attendance for Magnet's Extended Day Program was obtained through an attendance and enrollment form distributed to and completed by Magnet coordinators at each of the eleven schools. The average attendance was determined for February 13, 20, and 27, 1991. Enrollment data were collected on February 27, 1991. The average attendance data was compared to the enrollment on February 27. Data concerning the student attendance rate of the After-School Partnership Program were obtained through an attendance form that was distributed to the twenty-six site directors via the agency (e.g., YMCA, YWCA) coordinators. Site directors were asked to provide the attendance figures for February 6, 13, 20, and 27, 1991. To calculate an attendance rate, the average attendance for these dates was compared to the enrollment reported to PSI's Program Manager of Child Care for February 1, 1991.

Findings

Tables 4 and 5 show the student attendance rates for the Extended Day Program and the After-School Partnership Program. The average attendance rate for the Extended Day Program was 96%; the average attendance rate for the After-School Partnership Program was 82%.

Table 4. Student attendance rate of Extended Day Programs.

Campus	Average Attendance Rate, %
Burbank	100
Durham	96
A. Jones	99
J. Will Jones	98
Lockhart	91
Lovett	95
MacGregor	94
Roberts	94
W. Rogers	96
Twain	96
Wilson	94
Average	**96**

Table 5. Student attendance rate of the After-School Partnership Program.

Agency/School	Attendance Rate, % of Enrollment *	Agency/School	Attendance Rate, % of Enrollment *
Average	**82**		
YMCA		YWCA	
Anderson	68	Foerster	98
Barrick	88	Harvard	71
Browning	94	Oak Forest	94
Easter	76	Rhoads	78
Helms	86	Tijerina	58
Kelso	75		
Mitchell	100	CCC	
Montgomery	82	Bastian	100
Northline	65	Kashmere Gardens	88
Piney Point	77	Pleasantville	98
Port Houston	53	Turner	83
Rucker	54	Wharton	85
Sanchez	110 **		
Shearn	84	GCCS	
Windsor Village	75	MacArthur	94

** An attendance of greater than 100% was calculated for this site because the enrollment increased during the month.

Question 4 What were the academic and professional backgrounds and demographic characteristics of the staff of Magnet's Extended Instructional Day and PSI's After-School Partnership programs?

Methodology

To obtain data to describe the staff of Magnet's Extended Day Program, questionnaires (see Appendix 1) were distributed via Magnet coordinators. The questionnaire was reviewed by the Director of Magnet Programs prior to distribution. The coordinators were asked to distribute surveys to all Extended Day teachers at their schools. Coordinators were responsible for completing a staff information form (detailing a list of the staff at their school) and for distributing and returning completed questionnaires to the Department of Research and Evaluation.

Of the 11 Magnet Extended Day coordinators and 144 Extended Day teachers, 100% of the coordinators and 121 (84%) of the teachers returned completed surveys. Responses from a total of 132 (92%) surveys were included in the analysis. Descriptive statistics were used to analyze the data gathered from the surveys.

To obtain data to describe the on-site staff of the After-School Partnership Program, questionnaires (see Appendix 2) were distributed via the contracting agency coordinators. The questionnaire was reviewed by PSI's Program Manager of Child Care prior to distribution. Questionnaires were mailed to each agency coordinator having contracted with PSI to provide child care services through the After-School Partnership Program at 26 elementary schools in HISD schools. The agency coordinators were asked to distribute surveys to all site directors at their contracted schools. Site directors were responsible for completing a staff information form (detailing a list of the staff at the site) and for distributing and returning completed questionnaires to the Department of Research and Evaluation directly or via their agency coordinators.

Of the total reported staff of 112, 107 (96%) returned surveys. Of these, three surveys were discarded due to incomplete data, and one survey was discarded because some questions were inapplicable due to the respondent's employment date. As a result, the responses from 103 surveys (92%) were included in the analysis. Data from 100% of the site directors, 93% of the activity coordinators, and 86% of the HISD tutors were included. Descriptive statistics were used to analyze the data gathered from the surveys.

The data presented reflect information reported by 84% of the Magnet staff and 92% of the After-School Partnership staff in the form of a written survey questionnaire. As with any data base constructed on the basis of voluntary participation, it is important to realize that the results of such an analysis may be distorted as a result of self-selection of the reporting population. Because of the large proportion of staff responding, distortion in this analysis due to respondent self-selection is minimal.

Findings

Academic Training of HISD Magnet Extended Day Teachers

Bachelor's Degrees

Ninety-five percent of the reporting Extended Day teachers held at least a bachelor's degree. Table 6 shows the bachelor's degree field and percentage of Extended Day teachers who had earned this degree. The most frequently earned degree was in the field of education.

Table 6. Bachelor's degree fields of HISD Magnet Extended Day teachers, 1990–91.

Bachelor's Degree Field	% of Extended Day Teachers
Education	40
Music	9
P.E./Health	7
Art	3
Fine Arts	2
Not Specified	25
Other *	9

* Other includes degrees that were held by two or fewer teachers who held degrees in one of the following degree fields: liberal arts, business, history, political science, English, nursing, psychology, and science technology.

Advanced Degrees

Forty-four percent of HISD Extended Day teachers and 55% of the Magnet coordinators of these programs had also earned a master's degree. As a comparison, 1990–91 HISD district-wide data indicated that 31% of the elementary level teachers had earned master's degrees.[13] Table 7 shows the master's degree fields and the percentage of Extended Day teachers who had earned master's degrees. The most frequently earned master's degree was in the field of education. One Magnet Extended Day teacher also held a doctorate in communications.

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[13] Houston Independent School District. Department of Research and Evaluation. *HISD District and School Profiles 1990-91.*

Table 7. Master's degree fields of HISD Magnet Extended Day teachers, 1990–91.

Master's Degree Field	% of Extended Day Teachers
Education	17
P. E./Health	4
Music	3
Administration	2
Other *	7
Unspecified	10

* Other degrees were in the fields of fine and liberal arts, psychology, counseling, communications, educational supervision, Spanish, and sociology.

Teaching Certifications of HISD Magnet Extended Day Teachers

Table 8 presents the teaching certifications held by Magnet Extended Day teachers. Fifty-five percent of the teachers held an elementary certification, and 35% held a kindergarten through twelfth grade certification. Ten percent of the teachers reported that they did not hold any Texas teaching certificate; most of these teachers were professional fine arts performers.

Table 8. Teaching certifications and endorsements held by Extended Day teachers.

Certification or Endorsement Held	% of Extended Day Teachers
Elementary	55
K through 12	35
Secondary	9
Other *	26
None	10

* Kindergarten, early childhood, and special education endorsements were the most common other endorsements held.

Length of Employment of Magnet Extended Day Teachers

Table 9 illustrates the length of employment of teachers in the Extended Day Program. Forty-four percent of the Extended Day teachers had been teaching in the program for four years or longer. Table 10 illustrates the length of time that Magnet coordinators had held their positions. Thirty-six percent of the Magnet coordinators had held the coordinator position for 2–5 years; 27% had held the position for 6–10 years.

The total classroom teaching experience of the teachers and coordinators of the Extended Day Program is depicted in Table 11. Forty-five percent of the teachers and 73% of the coordinators had over ten years previous teaching experience.

Table 9. Length of employment of Fall 1990 Magnet Extended Day teachers.

Start Date	% of Teachers
Fall 1990	17
1989–90	16
1988–89	16
1987–88	6
Spring 1987 or earlier	44
Unspecified	2

Table 10. Number of years Magnet Extended Day coordinators had been in the position.

Years as Coordinator	% of Coordinators
1 or less	18
2–5	36
6–10	27
>10	18

Table 11. Total years teaching experience of Extended Day teachers and coordinators.

Total Years Teaching	% Teachers	% Coordinators*
0	4	0
1	4	0
2–5	27	27
6–10	18	0
>10	45	73
unspecified	3	0

* Classroom teaching experience, not including years as coordinator.

Other Characteristics of Magnet Extended Day Teachers

- Seventy-five percent of the teachers responded that they had taught in regular school the subjects that they were teaching in the Extended Day Program.
- Eighty-eight percent of the teachers responded that they were teachers during regular school hours.
- Sixteen percent of the Extended Day teachers reported that they were college students enrolled in at least six semester hours of course work.

Demographics of Magnet Extended Day Teachers

Age Distribution

Table 12 presents the age distribution of Magnet's Extended Day teachers and coordinators.

Table 12. Age distribution of Magnet Extended Day staff.

	Percent of Staff	
Age Range	Teachers	Coordinators
20–29	20	9
30–39	39	18
40–49	32	28
50-59	9	46
60 +	1	0

Ethnic Distribution

Table 13 presents the ethnic distribution of the Magnet Extended Day teachers and coordinators.

Table 13. Ethnic distribution of Magnet Extended Day staff.

	Percent of Staff	
Ethnicity	Teachers	Coordinators
Black	40	18
Hispanic	7	0
White	50	73
Asian	1	9
Other	1	0

Academic and Professional Background of After-School Partnership Program Staff

Table 14 presents the highest level of academic achievement of After-School Partnership Program staff.

Table 14. Highest level of academic achievement of After-School Partnership Program staff.

Highest Level of Academic Achievement	Percent of Staff Attaining Level		
	Site Director	Activity Coordinator	HISD Tutor
College Graduate	30	8	100
>60 hours of college	22	16	0
≤60 hours of college	22	35	0
Graduated from or attended technical school	4	3	0
High school graduate	22	24	0
G.E.D	0	5	0
Not graduated from high school	0	8	0

The college degrees held by the site directors included an associate's degree in education and bachelor's degrees in education, political science, psychology, and home economics. The college degrees held by the activity coordinators included an associate's degree in education and bachelor's degrees in business and criminal justice. Forty-four percent of the responding site directors and 51% of the activity coordinators had earned some college credit. For 22% of the site directors and 29% of the activity coordinators, graduating from high school or earning a G.E.D. was the highest educational level attained. Eight percent of the activity coordinators reported that they had not graduated from high school.[14]

All HISD After-School Partnership tutors reported having earned a bachelor's degree. The most frequently earned bachelor's degree was in education; 42% of the tutors reported earning a bachelor's degree in education fields. Thirty-four percent of the teachers did not specify the field of their bachelor's degree. Other degrees earned were in the fields of music, business, history, psychology, sociology, and Spanish. Twenty-nine percent of the HISD tutors reported earning a master's degree. Of these, 82% were in education related fields.

[14] The state licensing division of the Texas Department of Human Services requires that all staff counted in staff/child ratios in licensed child care have either a G.E.D. or a high school diploma. After reviewing the data presented here, PSI's Program Manager of Child Care distributed a memo to each agency coordinator asking that they verify this requirement for each of their staff members. As no one was identified who did not meet this requirement, it may be assumed that the question concerning the highest level of educational achievement may have been misunderstood by the individuals reflected in this number.

Other Academic and Professional Characteristics of After-School Partnership Program Staff

- Eighty-nine percent of the site directors and 79% of the activity coordinators reported that they had attended workshops or training sessions (other than those provided by the administrators of the After-School Partnership) concerning childhood development, child care, education or a related field, or had studied these topics in their educational background.
- Ninety-two percent of the site directors and 63% of the activity coordinators responded that they had previous experience working with young children.
- Forty-two percent of the site directors and 16% of the activity coordinators reported that they had another job besides their employment in the After-School Partnership Program.
- Nineteen percent of the site directors and 42% of the activity coordinators reported that they were college students enrolled in six or more semester hours of course work.

Length of Employment of After-School Partnership Program Staff

Table 15 illustrates the length of time that the After-School Partnership Program staff had been employed in the program. Thirty-five percent of the site directors, 64% of the activity coordinators, and 45% of the HISD tutors were employed for the first time in the Fall of 1990.

Table 15. Length of employment of Fall 1990 After-School Partnership Program staff.

Start Date	Percent of Fall 1990 Staff		
	Site Directors	Activity Coordinators	HISD tutors
Fall 1990	35	64	45
1989-90	23	28	21
1988-89	23	5	26
1987-88	19	3	8

Demographics of After-School Partnership Program Staff

Age Distribution

Table 16 depicts the age distribution of the After-School Partnership staff. During the 1990–91 school year, 50% of the site directors and 49% of the activity coordinators were between the ages of 20–29. Forty-five percent of the HISD tutors were between the ages of 30–39.

Table 16. Age distribution of the After-School Partnership Program staff.

Age Range	Percent of Staff		
	Site Directors	Activity Coordinators	HISD tutors
Under 20	0	28	0
20–29	50	49	11
30–39	19	13	45
40–49	27	5	34
50–59	4	3	8
60 +	0	3	3

Ethnic Distribution

Table 17 depicts the ethnic distribution of the After-School Partnership Program staff. Fifty-four percent of the site directors, 46% of the activity coordinators, and 55% of the HISD tutors were Black.

Table 17. Ethnic distribution of the After-School Partnership Program staff.

Ethnicity	Percent of Staff		
	Site directors	Activity coordinators	HISD tutors
Black	54	46	55
Hispanic	31	26	3
White	12	28	37
Asian	0	0	3
Other	4	0	3

Gender

- Regarding gender, 92% of the site directors, 64% of the activity coordinators, and 82% of the HISD tutors were female.

Question 5 What in-services were provided for leaders and teachers of Magnet's Extended Instructional Day Program and the After-School Partnership Program?

Methodology

Information concerning training opportunities for the teachers of Magnet's Extended Day Program was gathered through interviews with the Director of Magnet Programs in the Department of Enrichment and by interviews with the campus coordinators of these programs.

Information concerning staff training opportunities for the After-School Partnership Program was obtained by interviews of program administrators and by attendance of the Fall 1990 in-service. The survey instrument described in Question 4 on page 15 included questions asking staff to provide information about their attendance of these training activities.

Findings

Training Opportunities for Magnet Extended Day Teachers

There were no in-service trainings offered that were specifically designed for Magnet Extended Day teachers. Seventy-five percent of the teachers in the Extended Day Program responded by survey that they had taught in regular school the subjects that they were teaching in the Extended Day Program. Teachers in these programs attended in-services as was appropriate for their teaching specialties.

Training Opportunities for After-School Partnership Program Staff

Table 18 presents data to indicate the attendance of site directors and activity coordinators of new staff, pre-service, and in-service training for the After-School Partnership Program. New staff training is a 20-hour program designed for newly employed staff. New staff training takes place periodically at the Northline and Kashmere Gardens sites. Staff hired at any time during the year are required to participate in this training. Table 18 shows that 89% of the site directors and 82% of the activity coordinators attended this training when they were first employed. Pre-service training is a three-day (four hours daily) program that takes place in August before school starts. Staff hired after the 1990 pre-service training must attend pre-service training in August 1991. Data reported from the staff indicate that 96% of the site directors and 40% of the activity coordinators attended pre-service training in August 1990. PSI's Program Manager of Child Care reported that many of the activity coordinators were hired after the dates that the pre-service training was offered. In-service training sessions, generally held twice yearly, are sessions held on Saturdays to address special needs of program staff. The site directors reported an 81% attendance rate of the Fall 1990 session; activity coordinators reported a 71% attendance rate.

Table 18. Attendance of new staff, pre-service, and in-service training by the After-School Partnership Program staff.

Training Type	Percent of Staff Attending	
	Site Directors	Activity Coordinators
New Staff Training	89	92
Pre-Service Training (Number of Days)		
3	96%	40%
2	0%	5%
1	0%	3%
0	4%	50%
Unspecified	0%	3%
In-service Training		
Fall 1990	81%	71%
Spring 1990 *	82%	64%

* The percentage of staff attending the Spring 1990 was calculated based on staff who were employed during that time period which was 65% of the responding site directors and 36% of responding activity coordinators.

Appendix 1

MAGNET EXTENDED INSTRUCTIONAL DAY

STAFF SURVEY

Instructions: Please answer the following questions. It is important that you answer the questions in the order given and carefully follow any additional instructions given in the questions. Most questions require that you check the appropriate box. Please check only one box per question unless otherwise specified. Some questions require you to write additional information. If you need more space than is provided, you may attach an additional page.

Information from this survey is intended to profile the staff involved in Magnet's Extended Instructional Day program. All responses from this survey will remain anonymous. This survey is not intended to identify individuals and will not be used to assess program staff.

School _____ Date _____

1. What staff position do you currently hold?

- ❑ Magnet Coordinator (Coordinators, please indicate how many years previous to 1990-91 that you have held the coordinator position: _____)
- ❑ Teacher/Instructor
- ❑ Aide
- ❑ Other (Please specify:_____)

2. What is your age?

- ❑ below 20
- ❑ 20-29
- ❑ 30-39
- ❑ 40-49
- ❑ 50-59
- ❑ 60 or over

3. To which ethnic group do you belong?

- ❑ Asian
- ❑ White
- ❑ Other (Please specify: _____)
- ❑ Black
- ❑ Hispanic

4. Please indicate when you first started working in any HISD Magnet Extended Instructional Day program?

- ❑ Fall 1990
- ❑ Spring 1990
- ❑ Fall 1989
- ❑ Spring 1989
- ❑ Fall 1988
- ❑ Spring 1988
- ❑ Fall 1987
- ❑ Spring 1987 or earlier

5. Please indicate your highest level of academic achievement.

- ❑ High school graduate
- ❑ G.E.D.
- ❑ Technical school (post high school)
- ❑ College, 60 semester hours or less
- ❑ College, more than 60 semester hours, but have not graduated with a degree
- ❑ College graduate

6. If you are a college graduate, please fill in all that apply:

Degree (Circle the degree earned)	Degree Field / Year
A.A. / A.S.	_____
B.A. / B.S.	_____
M.A. / M.S. / M.Ed.	_____
Ph.D. / Ed.D.	_____

7. Are you currently a college student (at least 6 hours/semester)?

❑ Yes ❑ No

8. Which of the following Texas teaching certificate(s) do you currently hold? (Check all that apply.)

- ❑ Elementary level
- ❑ K-12
- ❑ Secondary level
- ❑ Other (Please specify: _____)
- ❑ None

9. If you do not currently hold an Elementary or K-12 Texas teacher certification, please list your experience with primary school aged children. Please indicate dates or lengths of time for your experience. If you have had no previous experience with primary school aged children, please write"None". If you hold an Elementary or K-12 certification, please write "Elementary Certified."

If you are a teacher/instructor in the Extended Day program, please continue with item 10 and complete the survey as directed.

If you are a Magnet coordinator, please go to and complete items 16 and 17 only.

If you are not a teacher/instructor in the Extended Day program or Magnet coordinator, please go to and complete item 19 only.

10. What subject(s) do you currently teach or have you taught during the Fall 1990 semester in the Extended Instructional Day program? (Complete all that apply.)

	Number of hours per week
❑ Computers	____
❑ Fine Arts	____
❑ Foreign Language	____
❑ Language Arts	____
❑ Math	____
❑ Physical Education	____
❑ Science	____
❑ Social Studies	____
❑ Other (Please specify:_____)	____

11. Are you currently teaching or have you ever taught in regular school the subject(s) that you teach in the Extended Instructional Day program?

❑ Yes ❑ No

12. If you have never taught the subject(s) that you teach in the Extended Instructional Day program in regular school, please indicate in the space below what is your experience in the(se) subject(s). If you have taught the subject(s) in regular school, please write "See item 11."

13. Are you <u>currently</u> a teacher during regular school hours other than in the Extended Instructional Day Program?

❑ Yes ❑ No

If you checked "Yes" to item 13, please complete items 15 - 18 only.

If you checked "No" to item 13, please continue with item 14, and complete the survey as directed.

over ➡

14. Have you ever been a teacher during regular school hours?

❑ Yes ❑ No

If you checked "Yes" to item 14, please go to and complete items 16 - 19 only.

If you checked "No" to item 14, please go to and complete item 19 only.

15. Which grade levels are you currently teaching during regular school hours? (Check all that apply.)

❑ Pre-K ❑ K ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5

❑ 6 ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ 11 ❑ 12

16. Which grade levels have you ever taught during regular school hours? (Check all that apply.)

❑ Pre-K ❑ K ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5

❑ 6 ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ 11 ❑ 12

17. How many years total classroom teaching experience do you have previous to this year?

❑ 0 ❑ 1 ❑ 2-5 ❑ 6-10 ❑ greater than 10

18. Do you currently teach or have you ever taught in an HISD school during regular school hours?

❑ Yes ❑ No

Answer item 19 only if you are:

1) a teacher/instructor but are not currently employed as a teacher during regular school hours
OR
2) not a teacher/instructor in the Extended Instructional Day program or Magnet coordinator

19. Do you currently have a job other than your employment in the Extended Instructional Day program?

❑ Yes ❑ No

If you answered "Yes" to item 16, please complete the information below:

Job title or description _____

Number of hours per week _____

Thank you for participating in this survey.
Please return this survey by December 12 to the Extended Instructional Day Magnet Coordinator at your school.

Appendix 2

AFTER-SCHOOL PARTNERSHIP PROGRAM (ADOPT)

STAFF SURVEY

Instructions: **Please answer the following questions. Most questions require that you check the appropriate box. Please check only one box per question unless otherwise specified. Some questions require you to write additional information. If you need more space than is provided, you may write on the back of the page.**

Information from this survey is intended to profile the staff involved in the After-School Partnership Program (ADOPT). All responses from this survey will remain anonymous. This survey is not intended to identify individuals and will not be used to evaluate program staff.

School: _____ Date: _____

1. What staff position do you currently hold?

- ❑ Site Director
- ❑ Activity Coordinator
- ❑ HISD Tutor
- ❑ Other (Please specify: _____)

If you checked "HISD tutor" or "Other" on item 1, how many hours per week, on the average, do you participate in the After-School Partnership Program (ADOPT)?

- ❑ 1-5
- ❑ 6-10
- ❑ more than 10

2. What is your age?

- ❑ below 20
- ❑ 20-29
- ❑ 30-39
- ❑ 40-49
- ❑ 50-59
- ❑ 60 or over

3. To which ethnic group do you belong?

- ❑ Asian
- ❑ Hispanic
- ❑ Other (Please specify : _____)
- ❑ Black
- ❑ White

4. What is your gender?

- ❑ female
- ❑ male

5. Please indicate when you first started working for any After-School Partnership Program (ADOPT).

- ❑ Fall 1990
- ❑ Spring 1990
- ❑ Fall 1989
- ❑ Spring 1989
- ❑ Fall 1988
- ❑ Spring 1988
- ❑ Fall 1987

over ➡

6. Please indicate your highest level of academic achievement:

- ❑ Did not graduate from high school
- ❑ High school graduate
- ❑ G.E.D.
- ❑ Technical school (post high school)
- ❑ College, 60 semester hours or less
- ❑ College, more than 60 semester hours, but have not graduated with a degree
- ❑ College graduate

7. If you are a college graduate, please fill in all that apply:

Degree (Circle the degree earned)	Degree Field / Year
A.A. / A.S.	_____
B.A. / B.S.	_____
M.A. / M.S. / M.Ed.	_____
Ph.D. / Ed.D.	_____

If you are a site director or activity coordinator, please continue with items 8 - 14.

If you are NOT a site director or activity coordinator, you are finished. Thank you for participating in this survey. Please return the completed survey to the After-School Partnership Program (ADOPT) site director at your school.

8. Are you currently a college student (at least 6 hours/semester)?

❑ Yes ❑ No

9. Have you attended workshops or training sessions (other than ADOPT pre-service or in-service training) on childhood development, child care, education, or a related field OR have you studied these topics in your educational background?

❑ Yes ❑ No

If you answered "Yes" to item 9, please indicate your training or educational background in childhood development, child care, education, or related field.

10. Please list your previous experience with young children. Indicate dates or lengths of time for your experience. If you have no previous experience with young children, please write, "None".

11. Which of the following In-service Training sessions have you attended (Check all that apply):

1990-91 school year:

❑ Fall 1990 In-service training

1989-90 school year:

❑ Spring 1990 In-service training

1988-89 School year:

❑ Spring 1989 In-service training

❑ Fall 1988 In-service training

1987-88 School year:

❑ Spring 1988 In-service training

❑ Fall 1987 In-service training

12. How many days of Pre-Service Training did you attend in August, 1990?

❑ 0 days ❑ 1 day ❑ 2 days ❑ 3 days

13. Did you attend New Staff Training at the Training Center when you were first employed?

❑ Yes ❑ No

14. Do you have a job other than your employment in the After-School Partnership Program (ADOPT)?

❑ Yes ❑ No

If you answered "Yes" to item 14, please complete the information below:

Job title or description _____

Number of hours per week _____

Thank you for participating in this survey.

Please return the completed survey to the After-School Partnership Program (ADOPT) site director at your school.

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